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ABSTRACT

This report is the fifth in a series of projections of teacher supply and demand. The previous report provides greater detail about methodology, implications, and issues and is a companion to this report. Thirty-one tables comprise the bulk of the report. Projections of supply and demand for primary and secondary teachers for each state and territory are offered in tables 1-16. They are preceded by notes on sources and methodology. Tables 17 and 18 provide national totals of supply and demand for primary and secondary teachers, including supply as a percent of demand and size of projected surpluses or shortages. Table 19 adjusts secondary demand to consider the expected impact of the Common Youth Allowance. Tables 21-28 provide information about the labor force status of people with primary and secondary teaching qualifications under age 30 and under age 65 for 1996. Table 29 compares 1991 and 1996 Census data on teachers as a proportion of all people with primary and secondary teaching qualifications under age 30 in the different states and territories. Table 30 details changes in school student enrollments, 1999-2004, for each state and territory and Australia. Table 31 summarizes major differences between 1997 projections and these 2002 projections: conclusions on shortages/surpluses, enrollment projections, changes in teacher numbers from 2001 to 2002, overall demand, and graduate supply projections. (SM)

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Australian Council of Deans of Education

Teacher supply and demand to 2004

1998 updated projections

Barbara Preston

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Teacher supply and demand to 2004
updated projections

A report commissioned by the Australian Council of Deans of Education

Barbara Preston

November 1998
Australian Council of Deans of Education
Canberra

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Barbara Preston
Australian Council of Deans of Education
Canberra 1998

The Australian Council of Deans of Education is the national organisation of the deans of faculties of education and heads of schools of education in Australian universities.

President:

Professor Richard Bates
Dean, Faculty of Education
Deakin University
GEELONG VIC 3217
Phone: (03) 5527 1480 Fax: (03) 5227 2433
Email: rbates@deakin.edu.au

Secretary/Treasurer:

Professor Bob Meyenn
Dean, Faculty of Education
Charles Sturt University
BATHURST NSW 2795
Phone: (02) 6338 4477 Fax: (02) 6338 4182
Email: bmeyenn@csu.edu.au

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Foreword

Teacher supply and demand to 2004: updated projections is the fifth in a series of projections of teacher supply and demand commissioned by the Australian Council of Deans of Education. These projections have become widely recognised for their thorough and comprehensive treatment of the complex issues.

The rigorous approach adopted by Barbara Preston, and the clarity of her description of the underlying assumptions, make her series of analyses the most complete and credible source of advice publicly available to stakeholders and the wider public. The conclusions are clear and compelling. There is a variable but consistent trend across Australia towards a significant period of under-supply of appropriately qualified graduates.

Significantly, this projected shortage does not primarily arise from increased demand, but from the decisions of many universities to substantially decrease their investment in teacher education. This is particularly evident in Victoria where the probability of significant under-supply in both primary and secondary areas is greatest. There are indications across the country that universities are planning to further restrict intake into teacher education courses under pressure of declining overall resources. As a result, the shortages projected contained in this report may well be conservative.

The ACDE does not claim that the projections in this report are immutable. The assumptions involve judgements, and many factors - political, economic, institutional - can intervene between these projections and the actual outcomes. Labour market projections are by their very nature imprecise. However, the scale of expected shortfalls indicated by this report is such that remedial action needs to be undertaken promptly.

One of the difficulties in addressing the problem is that of the division of responsibilities for implementing teacher education policies. State departments are responsible for workforce planning and recruitment for government schools. There are separate authorities responsible for the large nongovernment sectors. The Commonwealth responsibilities are divided between the Schools and Higher Education Divisions of DETYA. Universities themselves, while they clearly respond to concerns at State and Commonwealth levels, are increasingly driven by non-DETYA sources of income - little of which derives from preservice or continuing teacher education. There is, therefore, a significant problem of policy development and articulation in areas such as the supply of teacher education graduates. It is an issue which demands attention, for, without an adequate supply of well educated teachers, our schools and our children's futures are threatened. Currently we are ill placed to ensure that the quality of teaching and learning in our schools is maintained at its current high level, or improved, as it needs to be, to face the challenges of the next decade.

ACDE is well aware of similar difficulties facing comparable countries from which Australia has previously recruited teachers when faced with a situation of local under-supply. New Zealand, the United Kingdom and the United States are all currently faced with significant shortages and are already actively recruiting Australian teachers. As salaries and conditions in these countries compare well with Australia, there is a small but significant increase in outward flow of Australian graduates. In addition, several Asian countries are also actively recruiting Australian teachers, especially in areas of teaching English as a second language, science and mathematics.

These pressures may well tempt governments to hasty measures. The ACDE suggests that a more measured approach is necessary, one that will allow the medium to long term planning of supply and recruitment within the context of high quality preparation programs. Such planning, collaboratively involving all stakeholders, should be a fundamental component of our Australian commitment to the provision of a well prepared and well sustained quality teaching force.

This Report is important. It is a significant contribution to the national debate over the provision of high quality schooling in Australia.

Professor Richard Bates
President, Australian Council of Deans of Education

Guide to reading the report

This report, *Teacher supply and demand to 2004: updated projections* is an update of *Teacher supply and demand to 2003: projections implications and issues* (Preston 1997), published by the ACDE in January 1997*. The earlier report provides much greater detail about methodology, implications and issues, and is a valuable companion to this report.

The section of this report of immediate interest to many readers details the projections of supply and demand for primary and secondary teachers for each State and Territory. These are provided in Tables 1 to 16 - in the same format as *Teacher supply and demand to 2003: projections implications and issues*. These tables are preceded by notes on sources and the methodology of the tables (as in the 1997 report). It is essential that the notes are read so that definitions and relationships between the elements of the projections are clear. Additional notes are provided under some tables.

Additional tables in this section provide scenarios incorporating matters such as decisions by school authorities about employment of additional teachers, proposed changes in school starting age and provision of pre-year one schooling, and the possible impact of the implementation of the Common Youth Allowance.

Tables 17 and 18 provide national totals of supply and demand for primary and secondary teachers, including 'supply as a per cent of demand' and the size of projected surpluses or shortages. Table 19 adjusts secondary demand to take account of the expected impact of the Common Youth Allowance.

Tables 21 to 28 provide information about the labour force status of people with primary and secondary teaching qualifications in the under 30 and under 65 age ranges for 1996. There are some interesting differences (and similarities) between the States and Territories, the age ranges, primary and secondary, and males and females. Table 29 compares the 1991 and 1996 Census data on teachers as a proportion of all people with primary and secondary teaching qualifications under the age of 30 in the different States and Territories. This data indicates the very substantial surpluses in Victorian South Australia at the time of both censuses. The impact of the sharp reductions in staffing levels in the preceding period are most apparent in Victoria.

Table 30 details the changes in school student enrolments, 1999 to 2004 for each state and Territory and Australia. Nationally primary enrolments are expected to grow by just over one per cent and secondary enrolments by just over three per cent.

Table 31 summarises the major differences between the 1997 projections and these projections for the year 2002 - the conclusions on shortages/surpluses, the DEETYA enrolment projections, the changes in teacher numbers from 2001 to 2002, overall demand (derived from several factors in addition to enrolments, all of which vary to some degree from the 1997 projections), and the graduate supply projections. The common, but not universal, pattern is for reduced shortages as a consequence of reduced rates of increase in school student enrolments, increased projected initial teacher education graduate numbers, some reductions in expected separation rates, and other variations.

Methodology and issues

The teacher supply and demand projections which are at the core of this report are intended to inform the decisions of stakeholders so that, as far as possible, substantial shortages (and surpluses) are avoided, and, when they occur, their effects are ameliorated.

The *demand* projections in this report indicate the minimum number of graduates required to meet the expected demand for primary and secondary teachers (government and nongovernment sectors combined) in each State and Territory to the year 2004.

* Copies of the 1997 report were widely distributed to interested authorities and organisations and to libraries. Copies are still available from the ACDE for $20 including postage.

The corresponding *supply* projections indicate the expected number of primary and secondary initial teacher education graduates in each- State and Territory to the year 2003 (available to teach in the year following graduation). The key conclusion for each table is supply as a proportion of demand for each year. This shows the magnitude of any expected shortage or surplus.

What are provided are *projections*, based on expected future values for the many relevant variables. The actual outcomes may be quite different - because of the actions of stakeholders such as universities and school authorities, and because of the general uncertainty inherent in such labour market projections.

The notes for Tables 1 to 16 provide further details about the methodology - which is discussed in some detail in Preston (1997).

Findings and discussion

For primary teachers in Australia as a whole through the period a slight to moderate shortfall is expected. In 1999 supply is expected to be 89 per cent of demand, dropping to 82 per cent before rising to 95%, then dropping back to 81 per cent in 2004 (Table 17).

A more serious shortfall is expected for secondary teachers - in 1999 supply is expected to be only three quarters of demand, improving around 2001 before dropping to 66 per cent in 2004 (Table 18).

If the implementation of the Common Youth Allowance results in an increase in secondary enrolments of about 25,000 (about one quarter the increase necessary to bring retention to year twelve to 100 per cent), then the secondary shortfall will be much more serious in 1999 and 2000 (Table 19).

Serious shortfalls (supply less than two thirds of expected demand) are expected in Victoria at both primary and secondary levels and South Australia at the secondary level through the period. Serious, but more short term, shortfalls are expected for Tasmania and Western Australia at the secondary level late in the period, and, early in the period, in Queensland at both levels and Tasmania at the primary levels.

Those States and Territories where the projections do not indicate any serious shortfalls should not be complacent. Their situation may be turned to shortfall for their own schools (especially those in historically hard to staff locations) by aggressive recruitment from those States and Territories which are experiencing serious shortfalls.

The major factors in the projected shortfalls include:

- insufficient supply of graduates - either of an established, structural nature (notably in Victoria where significant university restructuring in the early 1990s led to substantial, ongoing reductions in initial teacher education graduate numbers), or short term resulting from course lengthening or other particular changes within initial teacher education (notably for Queensland at the secondary level in 2000);
- the aging of the teaching workforce, leading to an expected increase in separations (because of an increase in retirements and related separations) by an average of about 1.4 percentage points over the period (1.4 per cent of the teaching workforce is more than 3,000 teachers);
- increases projected by DEETYA (now DETYA) in school student enrolments in most States and Territories at the primary and/or secondary levels; the national increase of 63,840 translates to an increase in teacher numbers of about 5,000 over the period (Table 30);
- increases in the proportion of new recruits who are recent graduates as the 'pools' of graduates and intending re-entrants who were not able to gain employment dissipate as those in the 'pools' obtain employment as teachers or become established in alternative occupations.

As the projections (especially the alternative scenarios) make clear, many decisions by stakeholders are implemented immediately with no phased introduction, and thus have a dramatic impact on the

projected surplus or shortage for one or two years. This was apparent in the large reductions in staffing levels in Victoria (and some other States) in the early 1990s that resulted in very large surpluses (which carried over for some years). Some of the significant examples of such decisions resulting in large but temporary shortages or surpluses during the coming period include:

- the implementation of later school starting age in Tasmania in the early 1990s which is the major factor in the shortage for primary teachers as the smaller cohort leaves the primary level, creating a demand for additional teachers (table 11), and it is conversely the major factor in the large projected surplus for Tasmanian secondary teachers in 1999 as the smaller cohort enters secondary school (Table 12);
- the proposal to move the school starting age back by six months, and thus roughly halve the beginning cohort for that year, which is the major factor in the large surplus projected for WA primary teachers in 2002 in the alternative scenario in Table 7A;
- the proposal to employ around 1,000 additional literacy teachers in Victoria in 1999, which, if it is assumed to involve a net additional employment of 800 primary teachers, would increase the demand for new teachers (graduates, not re-entrants etc) from 1,258 to 2,066, leading to a shortfall for primary teachers in Victoria from 307 to 1,115 - that is, from supply at 76 per cent of demand down to supply at only 46 per cent of demand;
- the changes planned by the Commonwealth Government to financial assistance for young people from the beginning of 1999 (the implementation of the Common Youth Allowance), which is expected to substantially increase senior secondary enrolments, beginning in 1999 and 2000, resulting in a sharp increase in teacher demand in those two years (increases of around 20 per cent in demand for graduates in the two years, leading to increases in the national shortfall of 83 per cent and 60 per cent respectively), followed by a much smaller increase in demand in the following years (about a two per cent increase in demand and in the shortfall each year from 2001 to 2004) (Tables 18 and 19);
- increases in course length for initial teacher education students which can have a dramatic impact on supply in one year if the courses involved are a significant proportion of the relevant courses in a particular State or Territory - this is apparent for Queensland secondary teachers where the number of graduates for 2000 is about half that of other years.

In general, the phased introduction of such policy initiatives avoids the creation of large, temporary surpluses or shortages, and their consequent disruptions, damage to quality education and damage to individuals' careers and aspirations.

In this report scenarios are developed which take account of announcements which are expected to affect school student enrolments or pupil-teacher ratios in ways not accounted for in the DETYA enrolment projections or other factors used in the main tables. Those affecting particular States or Territories are discussed in the relevant section below. The implementation of the Common Youth Allowance will affect all States and Territories (though in the ACT where retention is already very high the effect will probably be quite minor, while in Tasmania and the Northern Territory, where retention is low, the effect will probably be proportionally greater than in the nation as a whole). This is accounted for in the scenarios which follow the main secondary teacher supply and demand tables for each State and Territory (more details about assumptions are included in the notes under the tables).

The findings and issues for each State and Territory are outlined below in turn.

New South Wales is expected to be the most stable of the states and territories at the primary level, where an initial oversupply is expected to become very close to balance for several years, with a slight shortfall at the end of the period (Table 1). At the secondary level a shortfall is expected through the period, becoming more serious at the end of the period when supply is expected to be less than three-quarters of demand (Table 2). The implementation of the Common Youth Allowance is expected to exacerbate the shortfall in 1999 and 2000 with supply in those years, as well as at the

end of the period, less than three-quarters of demand (Table 2A). Active recruitment from Victoria (in particular) may reduce the availability of NSW graduates to teach in NSW (especially in the historically hard-to-staff locations), and may result in primary shortfalls and greater secondary shortfalls.

Victoria is expected to move from a moderate to a severe shortfall, especially at the secondary level. By the end of the period supply is expected to be only half of demand.

If 800 (net) additional primary teachers are employed next year (in line with the Minister's announcement of 1,000 additional literacy teachers, who are expected to be mostly experienced teachers whose current positions will need to be filled), then supply in 1999 is expected to be around half of demand. An additional 800 FTE primary teachers reduces the state-wide, government and nongovernment schools, pupil-teacher ratio from 18.19 to 17.61 (Table 3A). The effect in subsequent years is minor except that such a shortage can be expected to result in the recruitment of many non graduates (re-entrants and others) earlier than they planned, and they are thus not available for recruitment in those subsequent years.

Table 4A provides projections for the scenario of the implementation of the Common Youth Allowance. The expected shortfalls in 1999 and 2000 increase substantially (supply half of demand in 1999), but, again, there is little change in the expected shortfalls in subsequent years.

The *recent surpluses* in Victoria have been largely a consequence of the cutbacks in staffing in the government sector through the first half of the 1990s (as well as the recession of the time which reduced alternative employment opportunities for graduates and experienced teachers). The cutbacks, alone, significantly reduced demand as they happened (for an explanation of how this occurs see Preston 1997, p. 54). Many of the graduates unable to obtain positions remained available for several years, reducing demand (for more recent graduates) for several years while overall recruitment has been returning to closer to previous levels. This 'pool' of graduates of earlier years is not being replenished, and is now largely dried up.

The major factor in the expected *future shortfalls* in Victoria is the very severe reductions in initial teacher education intakes, which began during the period of significant surplus and was part of the restructuring of several universities. This is clear from a comparison of key elements in the primary teacher supply projections for 2002 for Victoria and NSW. On the demand side - student enrolments, total teachers, and total graduates (demand) - Victoria is close to 70 per cent of NSW on each element. But on the supply side the expected number of Victorian graduates is only 45 per cent of the NSW number (Table 20).

In Victoria the relatively large nongovernment sector and the devolution of staffing decisions in government schools, are expected to result in particularly severe and disruptive shortages affecting particular schools and particular geographic locations (rather than relatively minor difficulties evenly and widely spread among schools across the state). This can be ameliorated with effective policies and collaboration between school authorities.

As a consequence of the surpluses of the early 1990s, in Victoria compared with the rest of the nation there is a much higher proportion of younger people with teaching qualifications who are in occupations other than teaching. The 1996 Australian Bureau of Statistics Census indicates that in Victoria 33 per cent of people aged under thirty with primary teaching qualifications were in other occupations, while nationally the figure as 23 per cent (most other States and Territories around 20 per cent). Similarly, at the secondary level the figures are 35 per cent and 25 per cent respectively (Tables 21 and 22). This is reflected in a much lower proportion of people with teaching qualifications under thirty working as teachers in 1996 in Victoria (around 53 per cent) compared with other States and Territories (around 65 per cent). This is a change from the 1991 Census when Victoria was much closer to the national figure (Table 29). Such a high proportion of young people with teaching qualifications who are not teaching does not provide grounds for complacency in the face of looming shortages. Few are likely to be available for actual vacancies unless the attractiveness of working as a teacher compared with alternatives such as their current employment

is substantially improved. Matters such as security of employment are important to recent graduates as well as those who graduated during the period of large surpluses.

Queensland is expected to experience a continuing shortfall at the primary level, moderating in the middle of the period. Low supply in 1999, resulting largely from course lengthening in a number of universities, is a major factor in the initial shortfall when supply is expected to be only 64 per cent of demand (Table 5). Unlike the 1997 projections, these projections take no account of any increase in pre-year one enrolments. If any changes are implemented they will have an effect on the demand for new teachers. See Table 7A for a Western Australia scenario taking account of proposals to increase the school starting age as well as increase FTE numbers of pre-year one students

At the secondary level a more moderate shortfall is expected through most of the period except in 2000 when supply is expected to be less than half of demand (because course lengthening and other course restructuring at many universities is expected to result in the graduate numbers being only about half the numbers of the preceding and subsequent years). Another exception to the shortfalls through the period is in 2001 when a slight surplus is expected (Table 6). The implementation of the Common Youth Allowance is expected to severely exacerbate the shortfalls in 1999 and 2000 (Table 6A).

Western Australia is expected to experience moderate shortfalls at the primary level, a little more severe early in the period as a result of reduced supply because of course lengthening. The government sector proposes to increase the school starting age and increase FTE 5 year old enrolments from 2002. The expected impact of these decisions (assuming no change in the nongovernment sector) is indicated in Table 7A. A slightly greater shortfall earlier in the period (resulting from the increased 5 year old enrolments) will be turned to a large surplus in 2002, continuing for a year or so, as the halved cohort begins to move through primary school.

At the secondary level a shortfall of supply at about two thirds of demand is expected through the period (Table 8). Again, the implementation of the Common Youth Allowance is expected to severely exacerbate the shortfall in 1999 and 2000 (Table 8A).

South Australia is expected to experience mostly moderate shortfalls at the primary level (Table 9). Very severe, extended shortfalls are expected at the secondary level (Table 10). The secondary shortfall is in large part a combination of recent sharp reductions in supply (supply increases later in the period), and relatively high separations later in the period because of the relatively older age structure of this teaching workforce. The implementation of the Common Youth Allowance is expected to take supply well below half of demand in 1999 and 2000 (Table 10).

Tasmania is expected to have a shortfall at the primary level in 1999 as student enrolments increase when the half size cohort (a result of an earlier increasing of the school starting age) leaves primary school. The shortfall is expected to turn to surplus from 2001 as declining enrolments continue to subdue demand (Table 11). Some adjustment has been made to the availability of graduates to take account of recruitment to interstate positions (especially Victoria) while Tasmania is in surplus and other States have shortfalls. With active interstate recruitment the proportion of graduates not available to teach in Tasmania may be much higher, and thus the Tasmanian surplus reduced.

At the secondary level the half size cohort has a big impact as it enters in 1999, reducing overall enrolments and thus total teacher numbers sharply. This results in expected supply more than twice expected demand. This initial surplus is expected to turn into a severe shortage (supply half of demand) later in the period (Table 12). The introduction of the Common Youth Allowance is expected to ameliorate the 1999 and 2000 surpluses - the increased senior enrolments in part making up for the reduced year 7 enrolments (Table 12A).

The Northern Territory is highly dependent on recruiting teachers from interstate. In these projections supply and demand has been maintained close to balance (100 per cent) by varying the 'Graduates %' value. This indicates the proportion of interstate (or re-entrant, etc) recruits necessary to maintain a balance. At the primary level around 80 per cent, and at the secondary level around 85 per cent, of recruits will be other than Northern Territory recent graduates. The number required is

equivalent to around three per cent of all initial teacher education graduates nationally. This is accounted for within the usually around 20 per cent of graduates who are not immediately available or suitable to teach in their home state. Many interstate graduates (and experienced teachers) who take up positions in the Northern Territory only do so for a few years, often returning to teach in their home State. This is accounted for in the relatively high separation rate in the Northern Territory, and in the 'Graduates %' row in the State or Territory which the teacher returns to (they are part of the 'non-graduates' category of recruits) The Northern Territory is almost certain to suffer a very severe shortfall of both primary and secondary teachers as the national shortfall develops. The Northern Territory school authorities will need to do more than increase their interstate recruitment efforts. Historically there have been very high resignation rates in the Northern Territory. Therefore, much more effective strategies to support teachers in the positions they find difficult, and generally improve the attractiveness of teaching in the Territory, thus lowering the resignation rate, may be essential for reducing the demand for replacement teachers who will become very difficult to find.

The Australian Capital Territory is probably best considered part of NSW because of the high level of mobility of teacher education graduates and the recruitment of many teachers trained outside the ACT. The ACT is generally a desirable place to teach, and thus is similar, say, to Sydney's northern suburbs, rather than the State of NSW as a whole. Demand in the ACT is expected to increase through the period - largely as a consequence of the aging teaching workforce leading to increasing retirements and increasing total separations. The projected increase in primary enrolments is also a factor - especially later in the period. Primary supply is generally well above demand, and increases substantially in the middle of the period before reducing. There are consequent surpluses expected throughout the period, especially around 2002 (Table 15). It is likely that a high proportion of these graduates will seek employment in NSW schools, especially in the local region. The availability of the surplus ACT teachers for NSW schools has only a marginal effect on the overall NSW shortages and surpluses. At the secondary level lesser surpluses are expected until the end of the period when shortfalls are expected to arise). Because of the ACT's already high retention rates, the introduction of the Common Youth Allowance is expected to have only a minor impact, lessening slightly the expected 1999 surplus (Table 16A).

The 1997 and 1998 projections compared

These projections update those provided in *Teacher supply and demand to 2003: projections implications and issues* (Preston 1997). There are some substantial differences between the two sets of projections.

Table 30 sets out a comparison between the two sets of projections for the year 2002. The general pattern is for the shortages projected in 1997 to be lesser in the 1998 projections. Several factors are involved. First, the DEETYA 1998 enrolment projections are generally for lesser student numbers and a reduced rate of increase compared with the 1996 enrolment projections used for the 1997 teacher supply and demand projections. Assuming no variation in the rate of change in pupil-teacher ratios, this leads to a general pattern of lesser increase (or greater decrease) in total teacher numbers between one year and the next. This, combined with some amendments to other factors (especially some reductions in expected separation rates), has resulted in a common pattern of lower expected demand in the 1998 projections compared with the 1997 projections. On the supply side, substantial increases in projected graduate numbers have significantly lessened the expected shortfalls of Victorian, South Australian and Queensland secondary teachers, and been a factor in the changed situation for Tasmanian primary teachers from one of expected shortfall to surplus.

Statistical Annex

Notes for Tables 1 to 16

These notes explain the sources and method for all the teacher (graduate) supply and demand projections, 1999 to 2004 for primary and secondary teachers (separately) in government and nongovernment schools (combined) in each state and territory. (Note that 'graduates' are those who completed their course at the end of the previous year.)

Additional specific notes are provided for some tables. The numbering of the notes refers to the row numbers in the tables.

1. **Enrolments** (for government and nongovernment schools combined) is from DEETYA (now DETYA) Projections of School Enrolments to 2004 (April 1998, unpublished) provided by the Data Services Section, Schools Division, August 1998. In these projections I have not made any adjustment for pre-year one enrolments in WA or Queensland (which was done in projections in Preston 1997) - see more detailed notes under those tables.

2. **PTR (FTE)** is from ABS, *1997 Schools Australia* (Cat No 4221.0), with no change assumed during the period. There have been some substantial changes since 1995 - decreases in the numbers of students per teacher at the primary level in every State and Territory except the ACT, most notable in Tasmania; and increases in the number of students per teacher at the secondary level in all States and Territories except NSW (no change) and Tasmania (substantial decrease).

3. **Persons: FTE** is not available for primary and secondary separately in the ABS data. 1996 data provided by government school authorities for primary and secondary sectors is used with the ABS data to estimate current and future ratios for primary and secondary levels. Increases in the ratio over recent years are expected to continue, though at a conservatively assumed rate of less than half that of the previous seven years. These projections are concerned with the relationship between the supply and demand of *persons* (for example, when a person graduates from an initial teacher education program it is irrelevant whether they were a part time or full time student, and, similarly when they are seeking or in employment as a teacher it is irrelevant whether the position is part or full time). Therefore it is essential that teacher numbers in the projections are of actual persons, not full time equivalent. The difference is not trivial. For Australia as a whole in 1997 the FTE total number of teachers was 207,059, the actual number of teachers (persons) was 227,469, a difference of more than 20,000 teachers, or ten per cent. The ratio of persons: FTE has increased from 1.068 in 1990 to 1.0985 in 1997. At that rate of increase the ratio in 2004 would be 1.1282 - at constant 1997 FTE teacher numbers that increase in ratio involves an increase in teacher numbers (persons) of more than 6,000 (or three per cent).

4. **PTR (persons)** is derived from rows 2 and 3.

5. **Total teachers** is derived from the PTR (persons) and Enrolments.

6. **Change** is the difference from the previous year's total teachers. The total teachers for 1998 was calculated to get the change from 1998 to 1999.

7. **Separation %** is more than just the officially recorded separations of resignations, retirements, deaths and dismissals. It includes any separation from the teaching labour force not otherwise accounted for. It includes non-availability after a limited term contract or a period of casual employment, and the taking up of extended leave. The values provided for this variable are derived from a range of sources, none of which are complete: the age structure and retirement patterns (providing a base retirement rate for the future); the pattern of participation in the teaching workforce according to age of people with teaching qualifications in each state and territory (providing a rough estimate of underlying net non-retirement separation rates); judgements about future alternative employment prospects; proportions of teachers who are casual or limited term (and their conditions and the composition of this group); current and future expected age and sex structure of the teaching service and patterns of retirement, resignation and extended leave according to age and sex (for factors in addition to those noted above); qualitative and quantitative research on the 'attachment' to teaching of various categories of teachers (relevant data includes teachers' salaries and conditions relative to those in alternative occupations). Some of this is also relevant to assessing the

availability of graduates (row 12). It is assumed that, even with increased retirement rates, total separations will remain well below the high levels reached a decade ago.

8. Separation No is derived by applying the rate to the total number of teachers in that year (rows 7 and 5).

9. Recruits required is derived from adding the change in teacher numbers to the separation number (rows 6 and 8).

10. Graduates % is the proportion of recruits who are graduates of the previous year. Those not included in 'graduates %', and thus make up the residual, are graduates of earlier years, re-entrants, returnees from extended leave (where taking up of leave is counted in 'Separation %', and while on leave they are not counted in PTR), and recruits from interstate or overseas. The value varies from year to year in large part according to the surplus/shortage of preceding years. That is, if there is a large surplus in a given year then the 'Graduates %' in the following year is relatively low to allow for a number of graduates of the earlier year gaining teaching positions. If there is a shortage, then the 'Graduates %' is high in the following year because there are few/no graduates of earlier years available, and some re-entrants will be recruited earlier than they anticipated. Based on 1996 Census data which shows a much higher proportion of people with primary teaching qualifications (compared with people with secondary qualifications) not in the workforce and thus likely potential re-entrants, it is assumed that the underlying 'graduates %' rate is lower for primary than for secondary (other things being equal).

11. Graduates No is derived from the previous two rows.

12. Availability/suitability % is the proportion of all graduates who are available and suitable for employment. It is a rough estimate because changes in employment opportunities and conditions for teaching positions and for alternative occupations both have a significant impact. Other elements include appropriate specialisations, and availability for actual positions in particular geographic locations (graduates cannot be considered 'suitable' if they do not have the specialisations required for particular vacancies, nor can they be considered 'available' if they are not willing to teach in the schools where the vacancies are located). Migrations by graduates out of the state are taken into account here (though the quantum is small). This varies according to general population movements, and opportunities for teaching positions in the state of graduation relative to other possible destinations. Such movement out of a state is accounted for in the 'Graduates %' row of the state of destination (see above). Significant movement is to the Northern Territory where about 400 teachers who are not NT graduates will need to be recruited each year if supply is to meet demand - this is about three per cent of all graduates nationally. Many of these teachers will only stay for a few years, separating from the NT teaching workforce (accounted for the high NT separation rate), then seeking positions in their home or another State or Territory (accounted for as some of those who are not graduates in the 'Graduates %' row). In general no significant factor has been built in for active recruitment from the States and Territories experiencing shortfalls - it is possible, for example, that active recruitment from Victoria may substantially reduce the available graduates in New South Wales.

13. Total graduates (demand) is the minimum number of graduates at the end of the previous year required to meet demand, and is derived from rows 11 and 12 - that is, row 11 is the percentage indicated in row 12, of row 13.

14. Total graduates (supply) is derived from graduate projections provided for all initial teacher education programs by education faculties (or schools or teacher education), with adjustments such as discounting for early childhood graduates available for non-school early childhood settings.

15. Surplus/shortage (no) is the difference between demand and supply in number of persons.

16. Surplus/ shortage (% of total teachers) is the surplus/shortage number (row 15) as a percentage of 'Total teachers' (row 5).

17. Surplus/shortage (% of supply) is the surplus/shortage number (row 15) as a percentage of 'Total graduates (supply)' (row 14).

18. Surplus/shortage (% of demand) is the surplus/shortage number (row 15) as a percentage of 'Total graduates (demand)' (row 13)

19. Supply as % of demand is row 14 as percentage of row 13. It shows the number of expected graduates (as planned by the universities) as a percentage of the minimum number of graduates required to meet expected demand. Note that 'graduates' are those who completed their course at the end of the previous year. This is the key indicator of the magnitude of expected shortage/surplus.

Source for Tables 21 to 29

Australian Bureau of Statistics, 1996 Census, custom tables

TABLE 1: NSW primary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	622,258	625,107	626,011	625,810	627,097	628,757
2. PTR (FTE)	18.20	18.20	18.20	18.20	18.20	18.20
3. Persons:FTE	1.143	1.145	1.147	1.149	1.151	1.153
4. PTR (persons)	15.92	15.90	15.87	15.84	15.81	15.78
5. Total teachers	39,079	39,327	39,452	39,509	39,659	39,833
6. Change from prev. yr	186	248	126	56	150	174
7. Separation %	4.5%	4.8%	5.0%	5.3%	5.6%	5.8%
8. Separation No	1,759	1,888	1,973	2,094	2,221	2,310
9. Recruits required	1,945	2,135	2,098	2,150	2,371	2,484
10. Graduates %	65%	72%	78%	78%	78%	78%
11. Graduates No	1,264	1,537	1,637	1,677	1,849	1,938
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**1,580**	**1,922**	**2,046**	**2,096**	**2,312**	**2,422**
14. Total graduates (supply)	**2,032**	**2,079**	**2,148**	**2,091**	**2,191**	**2,191**
15. Surplus/ shortage (no)	452	157	102	-5	-121	-231
16. Surplus/ shortage (% of total teachers)	1.2%	0.4%	0.3%	0.0%	-0.3%	-0.6%
17. Surplus/ shortage (% of supply)	22%	8%	5%	0%	-6%	-11%
18. Surplus/shortage (% of demand)	29%	8%	5%	0%	-5%	-10%
19. Supply as % of demand	**129%**	**108%**	**105%**	**100%**	**95%**	**90%**

TABLE 2: NSW secondary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	468,583	470,612	472,598	477,148	481,805	485,927
2. PTR (FTE)	12.75	12.75	12.75	12.75	12.75	12.75
3. Persons:FTE	1.065	1.067	1.069	1.071	1.073	1.075
4. PTR (persons)	11.97	11.95	11.93	11.90	11.88	11.86
5. Total teachers	39,140	39,384	39,624	40,080	40,547	40,970
6. Change from prev. yr	367	243	240	456	467	423
7. Separation %	5.2%	5.4%	5.6%	5.8%	6.0%	6.2%
8. Separation No	2,035	2,127	2,219	2,325	2,433	2,540
9. Recruits required	2,402	2,370	2,459	2,781	2,900	2,963
10. Graduates %	78%	82%	85%	85%	85%	85%
11. Graduates No	1,874	1,943	2,090	2,364	2,465	2,519
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**2,342**	**2,429**	**2,613**	**2,954**	**3,081**	**3,148**
14. Total graduates (supply)	**1,925**	**2,126**	**2,379**	**2,297**	**2,291**	**2,301**
15. Surplus/ shortage (no)	-417	-303	-234	-657	-790	-847
16. Surplus/ shortage (% of total teachers)	-1.1%	-0.8%	-0.6%	-1.6%	-1.9%	-2.1%
17. Surplus/ shortage (% of supply)	-22%	-14%	-10%	-29%	-34%	-37%
18. Surplus/shortage (% of demand)	-18%	-12%	-9%	-22%	-26%	-27%
19. Supply as % of demand	**82%**	**88%**	**91%**	**78%**	**74%**	**73%**

TABLE 2A: NSW secondary teacher demand and supply projections, 1999 to 2004
Scenario A: Enrolments adjusted for estimated impact of Common Youth Allowance*

	1999	2000	2001	2002	2003	2004
1. Enrolments	473,083	479,612	481,598	486,148	490,805	494,927
2. PTR (FTE)	12.75	12.75	12.75	12.75	12.75	12.75
3. Persons:FTE	1.065	1.067	1.069	1.071	1.073	1.075
4. PTR (persons)	11.97	11.95	11.93	11.90	11.88	11.86
5. Total teachers	39,516	40,137	40,379	40,836	41,305	41,729
6. Change from prev. yr	743	621	242	458	468	425
7. Separation %	5.2%	5.4%	5.6%	5.8%	6.0%	6.2%
8. Separation No	2,055	2,167	2,261	2,369	2,478	2,587
9. Recruits required	2,798	2,788	2,503	2,826	2,946	3,012
10. Graduates %	78%	82%	85%	85%	85%	85%
11. Graduates No	2,182	2,286	2,128	2,402	2,504	2,560
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**2,728**	**2,858**	**2,659**	**3,003**	**3,131**	**3,200**
14. Total graduates (supply)	**1,925**	**2,126**	**2,379**	**2,297**	**2,291**	**2,301**
15. Surplus/ shortage (no)	-803	-732	-280	-706	-840	-899
16. Surplus/ shortage (% of total teachers)	-2.0%	-1.8%	-0.7%	-1.7%	-2.0%	-2.2%
17. Surplus/ shortage (% of supply)	-42%	-34%	-12%	-31%	-37%	-39%
18. Surplus/shortage (% of demand)	-29%	-26%	-11%	-24%	-27%	-28%
19. Supply as % of demand	**71%**	**74%**	**89%**	**76%**	**73%**	**72%**

* The implementation of the Common Youth Allowance is commonly expected to result in an increase of enrolments in secondary schools of 25,000 nationally - about one quarter the total increase in enrolments needed to increase retention to 100%. In these scenarios the 25,000 has been allocated to States and Territories in proportion to their 1997 share of all secondary enrolments (with some adjustment according to 1997 retention rates, especially in the ACT where retention to year 12 in 1997 was 92%, and in the NT and Tasmania where it was low). The increase is assumed to be spread evenly over 1999 and 2000, and to be maintained through the rest of the period. Thus the major impact on the demand for new teachers will occur in 1999 and 2000. NSW enrolments are assumed to increase by 4,500 in 1999 and 9,000 in 2000 and later years.

TABLE 3: Victorian primary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	442,471	443,695	440,682	440,075	439,112	438,806
2. PTR (FTE)	18.19	18.19	18.19	18.19	18.19	18.19
3. Persons:FTE	1.099	1.101	1.103	1.105	1.107	1.109
4. PTR (persons)	16.55	16.52	16.49	16.46	16.43	16.40
5. Total teachers	26,733	26,856	26,722	26,734	26,723	26,753
6. Change from prev. yr	155	123	-134	12	-10	30
7. Separation %	4.8%	5.0%	5.2%	5.5%	5.7%	5.9%
8. Separation No	1,283	1,343	1,390	1,470	1,523	1,578
9. Recruits required	1,438	1,466	1,256	1,482	1,513	1,608
10. Graduates %	70%	80%	80%	80%	80%	80%
11. Graduates No	1,007	1,173	1,004	1,186	1,211	1,287
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**1,258**	**1,466**	**1,256**	**1,482**	**1,513**	**1,608**
14. Total graduates (supply)	**951**	**923**	**972**	**947**	**817**	**858**
15. Surplus/ shortage (no)	-307	-543	-284	-535	-696	-750
16. Surplus/ shortage (% of total teachers)	-1.1%	-2.0%	-1.1%	-2.0%	-2.6%	-2.8%
17. Surplus/ shortage (% of supply)	-32%	-59%	-29%	-57%	-85%	-87%
18. Surplus/shortage (% of demand)	-24%	-37%	-23%	-36%	-46%	-47%
19. Supply as % of demand	**76%**	**63%**	**77%**	**64%**	**54%**	**53%**

TABLE 3A: Victorian primary teacher demand and supply projections, 1999 to 2004 Scenario A: Incorporating an estimated net increase of 800 FTE primary from 1999 teachers*

	1999	2000	2001	2002	2003	2004
1. Enrolments	442,471	443,695	440,682	440,075	439,112	438,806
2. PTR (FTE)	17.61	17.61	17.61	17.61	17.61	17.61
3. Persons:FTE	1.099	1.101	1.103	1.105	1.107	1.109
4. PTR (persons)	16.02	15.99	15.97	15.94	15.91	15.88
5. Total teachers	27,614	27,740	27,602	27,614	27,603	27,634
6. Change from prev. yr	1,036	127	-138	12	-11	31
7. Separation %	4.8%	5.0%	5.2%	5.5%	5.7%	5.9%
8. Separation No	1,325	1,387	1,435	1,519	1,573	1,630
9. Recruits required	2,361	1,514	1,297	1,531	1,563	1,661
10. Graduates %	70%	80%	80%	80%	80%	80%
11. Graduates No	1,653	1,211	1,038	1,225	1,250	1,329
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**2,066**	**1,514**	**1,297**	**1,531**	**1,563**	**1,661**
14. Total graduates (supply)	**951**	**923**	**972**	**947**	**817**	**858**
15. Surplus/ shortage (no)	-1,115	-591	-325	-584	-746	-803
16. Surplus/ shortage (% of total teachers)	-4.0%	-2.1%	-1.2%	-2.1%	-2.7%	-2.9%
17. Surplus/ shortage (% of supply)	-117%	-64%	-33%	-62%	-91%	-94%
18. Surplus/shortage (% of demand)	-54%	-39%	-25%	-38%	-48%	-48%
19. Supply as % of demand	**46%**	**61%**	**75%**	**62%**	**52%**	**52%**

* In October 1998 the Minister announced 1,000 additional literacy teachers for government primary schools. It has been assumed that this will involve a net increase of 800 FTE primary teachers from 1999.

TABLE 4: Victorian secondary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	349,045	350,266	352,967	353,051	356,569	359,320
2. PTR (FTE)	12.48	12.48	12.48	12.48	12.48	12.48
3. Persons:FTE	1.107	1.109	1.111	1.113	1.115	1.117
4. PTR (persons)	11.27	11.25	11.23	11.21	11.19	11.17
5. Total teachers	30,961	31,125	31,422	31,486	31,857	32,160
6. Change from prev. yr	246	164	297	64	371	303
7. Separation %	5.1%	5.3%	5.5%	5.7%	5.9%	6.1%
8. Separation No	1,579	1,650	1,728	1,795	1,880	1,962
9. Recruits required	1,825	1,814	2,025	1,859	2,251	2,265
10. Graduates %	80%	85%	85%	85%	85%	85%
11. Graduates No	1,460	1,542	1,721	1,580	1,913	1,925
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**1,825**	**1,927**	**2,152**	**1,975**	**2,391**	**2,406**
14. Total graduates (supply)	**1,205**	**1,262**	**1,250**	**1,203**	**1,153**	**1,146**
15. Surplus/ shortage (no)	-620	-665	-902	-772	-1,238	-1,260
16. Surplus/ shortage (% of total teachers)	-2.0%	-2.1%	-2.9%	-2.5%	-3.9%	-3.9%
17. Surplus/ shortage (% of supply)	-51%	-53%	-72%	-64%	-107%	-110%
18. Surplus/shortage (% of demand)	-34%	-35%	-42%	-39%	-52%	-52%
19. Supply as % of demand	**66%**	**65%**	**58%**	**61%**	**48%**	**48%**

TABLE 4A: Victorian secondary teacher demand and supply projections, 1999 to 2004
Scenario A: Enrolments adjusted for estimated impact of Common Youth Allowance*

	1999	2000	2001	2002	2003	2004
1. Enrolments	352,170	356,516	359,217	359,301	362,819	365,570
2. PTR (FTE)	12.48	12.48	12.48	12.48	12.48	12.48
3. Persons:FTE	1.107	1.109	1.111	1.113	1.115	1.117
4. PTR (persons)	11.27	11.25	11.23	11.21	11.19	11.17
5. Total teachers	31,238	31,681	31,978	32,043	32,415	32,720
6. Change from prev. yr	793	443	298	65	372	304
7. Separation %	5.1%	5.3%	5.5%	5.7%	5.9%	6.1%
8. Separation No	1,593	1,679	1,759	1,826	1,913	1,996
9. Recruits required	2,386	2,122	2,056	1,892	2,284	2,300
10. Graduates %	80%	85%	85%	85%	85%	85%
11. Graduates No	1,909	1,803	1,748	1,608	1,942	1,955
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**2,386**	**2,254**	**2,185**	**2,010**	**2,427**	**2,444**
14. Total graduates (supply)	**1,205**	**1,262**	**1,250**	**1,203**	**1,153**	**1,146**
15. Surplus/ shortage (no)	-1,181	-992	-935	-807	-1,274	-1,298
16. Surplus/ shortage (% of total teachers)	-3.8%	-3.1%	-2.9%	-2.5%	-3.9%	-4.0%
17. Surplus/ shortage (% of supply)	-98%	-79%	-75%	-67%	-111%	-113%
18. Surplus/shortage (% of demand)	-50%	-44%	-43%	-40%	-52%	-53%
19. Supply as % of demand	**50%**	**56%**	**57%**	**60%**	**48%**	**47%**

* The implementation of the Common Youth Allowance is commonly expected to result in an increase of enrolments in secondary schools of 25,000 nationally - about one quarter the total increase in enrolments needed to increase retention to 100%. In these scenarios the 25,000 has been allocated to States and Territories in proportion to their 1997 share of all secondary enrolments (with some adjustment according to 1997 retention rates, especially in the ACT where retention to year 12 in 1997 was 92%, and in the NT and Tasmania where it was low). The increase is assumed to be spread evenly over 1999 and 2000, and to be maintained through the rest of the period. Thus the major impact on the demand for new teachers will occur in 1999 and 2000. Enrolments in Victoria are assumed to increase by 3,125 in 1999 and 6,250 in 2000 and later years.

TABLE 5: Queensland primary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	354,785	359,901	364,517	367,796	369,607	374,443
2. PTR (FTE)	17.36	17.36	17.36	17.36	17.36	17.36
3. Persons:FTE	1.079	1.081	1.083	1.085	1.087	1.089
4. PTR (persons)	16.09	16.06	16.03	16.00	15.97	15.94
5. Total teachers	22,051	22,411	22,740	22,987	23,143	23,489
6. Change from prev. yr	281	359	329	247	156	346
7. Separation %	5.1%	5.3%	5.5%	5.7%	5.9%	6.1%
8. Separation No	1,125	1,188	1,251	1,310	1,365	1,433
9. Recruits required	1,406	1,547	1,580	1,557	1,521	1,779
10. Graduates %	82%	82%	80%	80%	80%	80%
11. Graduates No	1,153	1,268	1,264	1,246	1,217	1,423
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**1,441**	**1,585**	**1,580**	**1,557**	**1,521**	**1,779**
14. Total graduates (supply)	**917**	**1,018**	**1,436**	**1,423**	**1,413**	**1,436**
15. Surplus/ shortage (no)	-524	-567	-144	-134	-108	-343
16. Surplus/ shortage (% of total teachers)	-2.4%	-2.5%	-0.6%	-0.6%	-0.5%	-1.5%
17. Surplus/ shortage (% of supply)	-57%	-56%	-10%	-9%	-8%	-24%
18. Surplus/shortage (% of demand)	-36%	-36%	-9%	-9%	-7%	-19%
19. Supply as % of demand	**64%**	**64%**	**91%**	**91%**	**93%**	**81%**

1. I have not adjusted the DEETYA projections which do not include pre-year one. Thus no allowance is made for any increased pre-year one enrolments or any restructuring of school levels or changes in school starting ages.

TABLE 6: Queensland secondary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	233,391	233,337	233,020	235,439	239,350	243,354
2. PTR (FTE)	13.39	13.39	13.39	13.39	13.39	13.39
3. Persons:FTE	1.056	1.058	1.060	1.062	1.064	1.066
4. PTR (persons)	12.68	12.66	12.63	12.61	12.58	12.56
5. Total teachers	18,406	18,437	18,447	18,673	19,019	19,374
6. Change from prev. yr	173	31	10	227	346	355
7. Separation %	5.3%	5.5%	5.7%	5.9%	6.1%	6.2%
8. Separation No	976	1,014	1,051	1,102	1,160	1,201
9. Recruits required	1,149	1,045	1,061	1,328	1,506	1,556
10. Graduates %	85%	85%	88%	80%	82%	85%
11. Graduates No	976	888	934	1,063	1,235	1,322
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**1,220**	**1,110**	**1,167**	**1,328**	**1,544**	**1,653**
14. Total graduates (supply)	**1,031**	**548**	**1,231**	**1,303**	**1,304**	**1,319**
15. Surplus/ shortage (no)	-189	-562	64	-25	-240	-334
16. Surplus/ shortage (% of total teachers)	-1.0%	-3.0%	0.3%	-0.1%	-1.3%	-1.7%
17. Surplus/ shortage (% of supply)	-18%	-103%	5%	-2%	-18%	-25%
18. Surplus/shortage (% of demand)	-16%	-51%	5%	-2%	-16%	-20%
19. Supply as % of demand	**84%**	**49%**	**105%**	**98%**	**84%**	**80%**

TABLE 6A: Queensland secondary teacher demand and supply projections, 1999 to 2004
Scenario A: Enrolments adjusted for estimated impact of Common Youth Allowance*

	1999	2000	2001	2002	2003	2004
1. Enrolments	235,391	237,337	237,020	239,439	243,350	247,354
2. PTR (FTE)	13.39	13.39	13.39	13.39	13.39	13.39
3. Persons:FTE	1.056	1.058	1.060	1.062	1.064	1.066
4. PTR (persons)	12.68	12.66	12.63	12.61	12.58	12.56
5. Total teachers	18,564	18,753	18,763	18,991	19,337	19,692
6. Change from prev. yr	331	189	10	227	347	355
7. Separation %	5.3%	5.5%	5.7%	5.9%	6.1%	6.2%
8. Separation No	984	1,031	1,070	1,120	1,180	1,221
9. Recruits required	1,315	1,220	1,080	1,348	1,526	1,576
10. Graduates %	85%	85%	88%	80%	82%	85%
11. Graduates No	1,118	1,037	950	1,078	1,251	1,340
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**1,397**	**1,297**	**1,188**	**1,348**	**1,564**	**1,675**
14. Total graduates (supply)	**1,031**	**548**	**1,231**	**1,303**	**1,304**	**1,319**
15. Surplus/ shortage (no)	-366	-749	43	-45	-260	-356
16. Surplus/ shortage (% of total teachers)	-2.0%	-4.0%	0.2%	-0.2%	-1.3%	-1.8%
17. Surplus/ shortage (% of supply)	-36%	-137%	4%	-3%	-20%	-27%
18. Surplus/shortage (% of demand)	-26%	-58%	4%	-3%	-17%	-21%
19. Supply as % of demand	**74%**	**42%**	**104%**	**97%**	**83%**	**79%**

* The implementation of the Common Youth Allowance is commonly expected to result in an increase of enrolments in secondary schools of about 25,000 nationally - about one quarter the total increase in enrolments needed to increase retention to 100%. In these scenarios the 25,000 has been allocated to States and Territories in proportion to their 1997 share of all secondary enrolments (with some adjustment according to 1997 retention rates, especially in the ACT where retention to year 12 in 1997 was 92%, and in the NT and Tasmania where it was low). The increase is assumed to be spread evenly over 1999 and 2000, and to be maintained through the rest of the period. Thus the major impact on the demand for new teachers will occur in 1999 and 2000. Queensland enrolments have been assumed to increase by 2,000 in 1999 and 4,000 in 2000 and later years.

TABLE 7: Western Australia primary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	189,060	189,235	189,068	188,631	187,456	187,882
2. PTR (FTE)	18.01	18.01	18.01	18.01	18.01	18.01
3. Persons:FTE	1.153	1.155	1.157	1.159	1.161	1.163
4. PTR (persons)	15.62	15.59	15.57	15.54	15.51	15.49
5. Total teachers	12,104	12,136	12,146	12,139	12,084	12,133
6. Change from prev. yr	-8	32	10	-7	-55	48
7. Separation %	5.1%	5.2%	5.4%	5.5%	5.7%	5.9%
8. Separation No	617	631	656	668	689	716
9. Recruits required	609	663	666	661	634	764
10. Graduates %	80%	82%	82%	82%	82%	78%
11. Graduates No	487	544	546	542	520	596
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**609**	**680**	**683**	**677**	**650**	**745**
14. Total graduates (supply)	**483**	**507**	**570**	**611**	**630**	**660**
15. Surplus/ shortage (no)	-126	-173	-113	-66	-20	-85
16. Surplus/ shortage (% of total teachers)	-1.0%	-1.4%	-0.9%	-0.5%	-0.2%	-0.7%
17. Surplus/ shortage (% of supply)	-26%	-34%	-20%	-11%	-3%	-13%
18. Surplus/shortage (% of demand)	-21%	-25%	-16%	-10%	-3%	-11%
19. Supply as % of demand	**79%**	**75%**	**84%**	**90%**	**97%**	**89%**

1. DEETYA projections which do not include pre-year one are used without adjustment. Thus no allowance is made for any increased pre-year one enrolments or any restructuring of school levels or changes in school starting ages - see Table 7A.

TABLE 7A: Western Australia primary teacher demand and supply projections, 1999 to 2004 Scenario A: Adjusted for planned changed school starting age and increases in 5 year old FTE enrolments in the government sector from 2002*

	1999	2000	2001	2002	2003	2004
1. Enrolments	205,460	205,635	205,468	198,881	197,956	198,382
2. PTR (FTE)	18.01	18.01	18.01	18.01	18.01	18.01
3. Persons:FTE	1.153	1.155	1.157	1.159	1.161	1.163
4. PTR (persons)	15.62	15.59	15.57	15.54	15.51	15.49
5. Total teachers	13,154	13,188	13,200	12,799	12,761	12,811
6. Change from prev. yr	-8	34	12	-401	-38	49
7. Separation %	5.1%	5.2%	5.4%	5.5%	5.7%	5.9%
8. Separation No	671	686	713	704	727	756
9. Recruits required	663	720	725	303	690	805
10. Graduates %	80%	82%	82%	82%	50%	60%
11. Graduates No	530	590	594	248	345	483
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**663**	**738**	**743**	**310**	**431**	**604**
14. Total graduates (supply)	**483**	**507**	**570**	**611**	**630**	**660**
15. Surplus/ shortage (no)	-180	-231	-173	301	199	56
16. Surplus/ shortage (% of total teachers)	-1.4%	-1.8%	-1.3%	2.3%	1.6%	0.4%
17. Surplus/ shortage (% of supply)	-37%	-46%	-30%	49%	32%	8%
18. Surplus/shortage (% of demand)	-27%	-31%	-23%	97%	46%	9%
19. Supply as % of demand	**73%**	**69%**	**77%**	**197%**	**146%**	**109%**

* Based on draft calculations provided by EDWA. 4 year old enrolments excluded (in the same way that pre-school enrolments are not included for other States); 5 year old enrolments included each year (in the same way that kindergarten/prep is included in other States);

No assumptions have been made regarding changes in the nongovernment sector - though such changes are likely, no formal decision has yet been made.

TABLE 8: Western Australia secondary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	126,654	128,204	129,624	131,065	132,927	134,041
2. PTR (FTE)	12.84	12.84	12.84	12.84	12.84	12.84
3. Persons:FTE	1.095	1.097	1.099	1.101	1.103	1.105
4. PTR (persons)	11.73	11.70	11.68	11.66	11.64	11.62
5. Total teachers	10,801	10,953	11,095	11,239	11,419	11,535
6. Change from prev. yr	212	152	142	144	180	117
7. Separation %	5.4%	5.6%	5.8%	6.0%	6.2%	6.4%
8. Separation No	583	613	644	674	708	738
9. Recruits required	795	765	786	818	888	855
10. Graduates %	85%	87%	85%	87%	87%	88%
11. Graduates No	676	666	668	712	773	753
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**845**	**832**	**835**	**890**	**966**	**941**
14. Total graduates (supply)	**555**	**606**	**590**	**606**	**616**	**651**
15. Surplus/ shortage (no)	-290	-226	-245	-284	-350	-290
16. Surplus/ shortage (% of total teachers)	-2.7%	-2.1%	-2.2%	-2.5%	-3.1%	-2.5%
17. Surplus/ shortage (% of supply)	-52%	-37%	-41%	-47%	-57%	-45%
18. Surplus/shortage (% of demand)	-34%	-27%	-29%	-32%	-36%	-31%
19. Supply as % of demand	**66%**	**73%**	**71%**	**68%**	**64%**	**69%**

TABLE 8A: Western Australia secondary teacher demand and supply projections, 1999 to 2004 Scenario A: Enrolments adjusted for estimated impact of Common Youth Allowance*

	1999	2000	2001	2002	2003	2004
1. Enrolments	127,779	130,454	131,874	133,315	135,177	136,291
2. PTR (FTE)	12.84	12.84	12.84	12.84	12.84	12.84
3. Persons:FTE	1.095	1.097	1.099	1.101	1.103	1.105
4. PTR (persons)	11.73	11.70	11.68	11.66	11.64	11.62
5. Total teachers	10,897	11,145	11,287	11,431	11,612	11,729
6. Change from prev. yr	308	248	142	144	181	117
7. Separation %	5.4%	5.6%	5.8%	6.0%	6.2%	6.4%
8. Separation No	588	624	655	686	720	751
9. Recruits required	896	873	797	830	901	868
10. Graduates %	85%	87%	85%	87%	87%	88%
11. Graduates No	762	759	677	722	784	763
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**952**	**949**	**846**	**903**	**979**	**954**
14. Total graduates (supply)	**555**	**606**	**590**	**606**	**616**	**651**
15. Surplus/ shortage (no)	-397	-343	-256	-297	-363	-303
16. Surplus/ shortage (% of total teachers)	-3.6%	-3.1%	-2.3%	-2.6%	-3.1%	-2.6%
17. Surplus/ shortage (% of supply)	-72%	-57%	-43%	-49%	-59%	-47%
18. Surplus/shortage (% of demand)	-42%	-36%	-30%	-33%	-37%	-32%
19. Supply as % of demand	**58%**	**64%**	**70%**	**67%**	**63%**	**68%**

* The implementation of the Common Youth Allowance is commonly expected to result in an increase of enrolments in secondary schools of about 25,000 nationally - about one quarter the total increase in enrolments needed to increase retention to 100%. In these scenarios the 25,000 has been allocated to States and Territories in proportion to their 1997 share of all secondary enrolments (with some adjustment according to 1997 retention rates, especially in the ACT where retention to year 12 in 1997 was 92%, and in the NT and Tasmania where it was low). The increase is assumed to be spread evenly over 1999 and 2000, and to be maintained through the rest of the period. Thus the major impact on the demand for new teachers will occur in 1999 and 2000. WA enrolments are assumed to increase by 1,125 in 1999 and 2,250 in 2000 and later years.

Corrigendum

Page 24, Table 9, row 10 (and subsequent)

There was a incorrect value given to 'Graduates %' for the year 2003 (60% rather than 80%), and some other minor errors in that row. The changes do not make a large difference except for the projections for 2003, where the surplus of supply at 116% of demand is changed to a shortfall of supply at 88% of demand. The national shortfall for 2003 (Table 17 on page 36) is increased from 736 to 871, from supply at 89% of demand to supply at 87% per cent of demand

Barbara Preston
11 November 1998

TABLE 9: South Australia primary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	159,795	159,688	159,273	158,596	158,024	157,582
2. PTR (FTE)	17.54	17.54	17.54	17.54	17.54	17.54
3. Persons FTE	1.15	1.15	1.16	1.16	1.16	1.16
4. PTR (persons)	15.23	15.20	15.17	15.15	15.12	15.09
5. Total teachers	10,492	10,506	10,497	10,471	10,451	10,440
6. Change from prev. yr	-27	14	-9	-27	-20	-11
7. Separation %	4.8%	4.9%	5.0%	5.2%	5.4%	5.6%
8. Separation No	504	515	525	544	564	585
9. Recruits required	477	529	516	518	545	573
10. Graduates %	75%	78%	80%	80%	80%	80%
11. Graduates No	357	413	413	414	436	458
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**447**	**516**	**516**	**518**	**545**	**573**
14. Total graduates (supply)	**367**	**409**	**446**	**483**	**477**	**440**
15. Surplus/ shortage (no)	-80	-107	-70	-35	-68	-133
16. Surplus/ shortage (% of total teachers)	-0.8%	-1.0%	-0.7%	-0.3%	-0.7%	-1.3%
17. Surplus/ shortage (% of supply)	-22%	-26%	-16%	-7%	-14%	-30%
18. Surplus/shortage (% of demand)	-18%	-21%	-14%	-7%	-12%	-23%
19. Supply as % of demand	**82%**	**79%**	**86%**	**93%**	**88%**	**77%**

TABLE 10: South Australia secondary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	90,418	90,639	90,345	90,392	90,499	90,242
2. PTR (FTE)	12.07	12.07	12.07	12.07	12.07	12.07
3. Persons:FTE	1.074	1.076	1.078	1.080	1.082	1.084
4. PTR (persons)	11.24	11.22	11.20	11.18	11.16	11.13
5. Total teachers	8,045	8,080	8,069	8,088	8,113	8,105
6. Change from prev. yr	119	35	-11	19	25	-8
7. Separation %	5.1%	5.3%	5.5%	5.8%	6.1%	6.5%
8. Separation No	410	428	444	469	495	527
9. Recruits required	529	463	433	488	520	519
10. Graduates %	80%	85%	85%	85%	85%	85%
11. Graduates No	423	394	368	415	442	441
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**529**	**492**	**460**	**519**	**552**	**551**
14. Total graduates (supply)	**280**	**276**	**290**	**290**	**312**	**312**
15. Surplus/ shortage (no)	-249	-216	-170	-229	-240	-239
16. Surplus/ shortage (% of total teachers)	-3.1%	-2.7%	-2.1%	-2.8%	-3.0%	-3.0%
17. Surplus/ shortage (% of supply)	-89%	-78%	-59%	-79%	-77%	-77%
18. Surplus/shortage (% of demand)	-47%	-44%	-37%	-44%	-44%	-43%
19. Supply as % of demand	**53%**	**56%**	**63%**	**56%**	**56%**	**57%**

TABLE 10A: South Australia secondary teacher demand and supply projections, 1999 to 2004 Scenario A: Enrolments adjusted for estimated impact of Common Youth Allowance*

	1999	2000	2001	2002	2003	2004
1. Enrolments	91,418	92,639	92,345	92,392	92,499	92,242
2. PTR (FTE)	12.07	12.07	12.07	12.07	12.07	12.07
3. Persons:FTE	1.074	1.076	1.078	1.080	1.082	1.084
4. PTR (persons)	11.24	11.22	11.20	11.18	11.16	11.13
5. Total teachers	8,134	8,258	8,248	8,267	8,292	8,284
6. Change from prev. yr	208	124	-11	20	25	-8
7. Separation %	5.1%	5.3%	5.5%	5.8%	6.1%	6.5%
8. Separation No	415	438	454	479	506	538
9. Recruits required	623	562	443	499	531	531
10. Graduates %	80%	85%	85%	85%	85%	85%
11. Graduates No	498	477	376	424	451	451
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**623**	**597**	**470**	**530**	**564**	**564**
14. Total graduates (supply)	**280**	**276**	**290**	**290**	**312**	**312**
15. Surplus/ shortage (no)	-343	-321	-180	-240	-252	-252
16. Surplus/ shortage (% of total teachers)	-4.2%	-3.9%	-2.2%	-2.9%	-3.0%	-3.0%
17. Surplus/ shortage (% of supply)	-122%	-116%	-62%	-83%	-81%	-81%
18. Surplus/shortage (% of demand)	-55%	-54%	-38%	-45%	-45%	-45%
19. Supply as % of demand	**45%**	**46%**	**62%**	**55%**	**55%**	**55%**

* The implementation of the Common Youth Allowance is commonly expected to result in an increase of enrolments in secondary schools of about 25,000 nationally - about one quarter the total increase in enrolments needed to increase retention to 100%. In these scenarios the 25,000 has been allocated to States and Territories in proportion to their 1997 share of all secondary enrolments (with some adjustment according to 1997 retention rates, especially in the ACT where retention to year 12 in 1997 was 92%, and in the NT and Tasmania where it was low). The increase is assumed to be spread evenly over 1999 and 2000, and to be maintained through the rest of the period. Thus the major impact on the demand for new teachers will occur in 1999 and 2000. SA enrolments are assumed to increase by 1,000 in 1999 and 2,000 in 2000 and later years.

TABLE 11: Tasmania primary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	46,922	47,047	46,454	45,685	45,188	44,916
2. PTR (FTE)	16.63	16.63	16.63	16.63	16.63	16.63
3. Persons:FTE	1.188	1.190	1.192	1.194	1.196	1.198
4. PTR (persons)	14.00	13.97	13.95	13.93	13.90	13.88
5. Total teachers	3,352	3,367	3,330	3,280	3,250	3,236
6. Change from prev. yr	58	15	-37	-50	-30	-14
7. Separation %	4.9%	5.0%	5.1%	5.3%	5.4%	5.6%
8. Separation No	164	168	170	174	176	181
9. Recruits required	222	183	133	124	146	167
10. Graduates %	78%	82%	82%	70%	60%	60%
11. Graduates No	173	150	109	87	87	100
12. Avail/suit %	80%	80%	76%	74%	72%	72%
13. Total graduates (demand)	**216**	**188**	**143**	**118**	**121**	**139**
14. Total graduates (supply)	**131**	**144**	**165**	**163**	**176**	**176**
15. Surplus/ shortage (no)	-85	-44	22	45	55	37
16. Surplus/ shortage (% of total teachers)	-2.5%	-1.3%	0.6%	1.4%	1.7%	1.1%
17. Surplus/ shortage (% of supply)	-65%	-30%	13%	28%	31%	21%
18. Surplus/shortage (% of demand)	-39%	-23%	15%	39%	46%	27%
19. Supply as % of demand	**61%**	**77%**	**115%**	**139%**	**146%**	**127%**

Row 12 (percentage of graduates who are available/suitable) - this is lower than elsewhere later in the period because of the greater propensity of Tasmanian graduates to leave the state if there are not sufficient attractive jobs available locally. The expected serious shortages in Victoria are likely to attract Tasmanian graduates.

TABLE 12: Tasmania secondary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	36,120	35,132	34,591	34,110	34,070	34,017
2. PTR (FTE)	12.80	12.80	12.80	12.80	12.80	12.80
3. Persons:FTE	1.126	1.128	1.130	1.132	1.134	1.136
4. PTR (persons)	11.37	11.35	11.33	11.31	11.29	11.27
5. Total teachers	3,177	3,096	3,054	3,017	3,018	3,019
6. Change from prev. yr	-131	-81	-42	-37	2	1
7. Separation %	5.4%	5.6%	5.8%	6.0%	6.2%	6.4%
8. Separation No	172	173	177	181	187	193
9. Recruits required	41	92	135	144	189	194
10. Graduates %	80%	65%	65%	70%	75%	75%
11. Graduates No	32	60	88	101	142	145
12. Avail/suit %	74%	74%	78%	80%	80%	80%
13. Total graduates (demand)	**44**	**81**	**113**	**126**	**178**	**181**
14. Total graduates (supply)	**112**	**108**	**87**	**87**	**90**	**89**
15. Surplus/ shortage (no)	68	27	-26	-39	-88	-92
16. Surplus/ shortage (% of total teachers)	2.1%	0.9%	-0.8%	-1.3%	-2.9%	-3.1%
17. Surplus/ shortage (% of supply)	61%	25%	-30%	-45%	-97%	-104%
18. Surplus/shortage (% of demand)	156%	33%	-23%	-31%	-49%	-51%
19. Supply as % of demand	**256%**	**133%**	**77%**	**69%**	**51%**	**49%**

Row 12 (percentage of graduates who are available/suitable) - this is slightly lower earlier in the period than elsewhere because of the greater propensity of Tasmanian graduates to leave the state; however, as the shortfall emerges a higher proportion are expected to remain available in Tasmania.

TABLE 12A: Tasmania secondary teacher demand and supply projections, 1999 to 2004
Scenario A: Enrolments adjusted for estimated impact of Common Youth Allowance*

	1999	2000	2001	2002	2003	2004
1. Enrolments	36,557	36,007	35,466	34,985	34,945	34,892
2. PTR (FTE)	12.80	12.80	12.80	12.80	12.80	12.80
3. Persons:FTE	1.126	1.128	1.130	1.132	1.134	1.136
4. PTR (persons)	11.37	11.35	11.33	11.31	11.29	11.27
5. Total teachers	3,216	3,173	3,131	3,094	3,096	3,097
6. Change from prev. yr	-84	-43	-42	-37	2	1
7. Separation %	5.4%	5.6%	5.8%	6.0%	6.2%	6.4%
8. Separation No	174	178	182	186	192	198
9. Recruits required	90	135	139	149	194	199
10. Graduates %	80%	65%	65%	70%	75%	75%
11. Graduates No	72	88	91	104	145	149
12. Avail/suit %	75%	75%	75%	75%	75%	75%
13. Total graduates (demand)	**96**	**117**	**121**	**139**	**194**	**199**
14. Total graduates (supply)	**112**	**108**	**87**	**87**	**90**	**89**
15. Surplus/ shortage (no)	16	-9	-34	-52	-104	-110
16. Surplus/ shortage (% of total teachers)	0.5%	-0.3%	-1.1%	-1.7%	-3.4%	-3.6%
17. Surplus/ shortage (% of supply)	15%	-8%	-39%	-59%	-115%	-124%
18. Surplus/shortage (% of demand)	17%	-8%	-28%	-37%	-54%	-55%
19. Supply as % of demand	**117%**	**92%**	**72%**	**63%**	**46%**	**45%**

* The implementation of the Common Youth Allowance is commonly expected to result in an increase of enrolments in secondary schools of about 25,000 nationally - about one quarter the total increase in enrolments needed to increase retention to 100%. In these scenarios the 25,000 has been allocated to States and Territories in proportion to their 1997 share of all secondary enrolments (with some adjustment according to 1997 retention rates, especially in the ACT where retention to year 12 in 1997 was 92%, and in the NT and Tasmania where it was low). The increase is assumed to be spread evenly over 1999 and 2000, and to be maintained through the rest of the period. Thus the major impact on the demand for new teachers will occur in 1999 and 2000. Tasmanian enrolments are assumed to increase by 437 in 1999 and 875 in 2000 and later years.

TABLE 13: Northern Territory primary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	26,559	27,152	27,715	28,269	28,377	28,358
2. PTR (FTE)	15.10	15.10	15.10	15.10	15.10	15.10
3. Persons:FTE	1.141	1.143	1.145	1.147	1.149	1.151
4. PTR (persons)	13.23	13.21	13.19	13.16	13.14	13.12
5. Total teachers	2,007	2,055	2,102	2,147	2,159	2,162
6. Change from prev. yr	41	48	46	46	12	2
7. Separation %	14.4%	14.2%	14.0%	13.8%	13.6%	13.6%
8. Separation No	289	292	294	296	294	294
9. Recruits required	330	340	341	342	306	296
10. Graduates %	**12%**	**17%**	**20%**	**20%**	**22%**	**22%**
11. Graduates No	40	58	68	68	67	65
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**50**	**72**	**85**	**86**	**84**	**81**
14. Total graduates (supply)	**47**	**72**	**84**	**86**	**83**	**85**
15. Surplus/ shortage (no)	-3	0	-1	0	-1	4
16. Surplus/ shortage (% of total teachers)	-0.1%	0.0%	-0.1%	0.0%	-0.1%	0.2%
17. Surplus/ shortage (% of supply)	-5%	0%	-1%	1%	-1%	4%
18. Surplus/shortage (% of demand)	-5%	0%	-1%	1%	-1%	4%
19. Supply as % of demand	**95%**	**100%**	**99%**	**101%**	**99%**	**104%**

10. The Northern Territory is assumed to continue to meet the very large majority of its requirements from interstate recruitment. For there to be sufficient teachers in the NT around 80% of primary teachers must be recruited from interstate or overseas or be re-entrants. Thus the 'Graduates %' figure is assumed to be just 12 to 22% - compared with a figure of 75% to 80% in most other states at the end of the period. It may become very difficult for NT to recruit from interstate in the future as surpluses dry up and shortages develop. It is possible that the NT may experience a serious crisis of staffing unless teaching in the NT can be more attractive to graduates (and experienced teachers) from interstate than a teaching position in their home state.

TABLE 14: Northern Territory secondary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	11,970	12,112	12,288	12,350	12,694	13,187
2. PTR (FTE)	11.56	11.56	11.56	11.56	11.56	11.56
3. Persons:FTE	1.047	1.049	1.051	1.053	1.055	1.057
4. PTR (persons)	11.04	11.02	11.00	10.98	10.96	10.94
5. Total teachers	1,084	1,099	1,117	1,125	1,158	1,206
6. Change from prev. yr	20	15	18	8	34	47
7. Separation %	13.4%	13.2%	13.0%	12.8%	12.6%	12.6%
8. Separation No	145	145	145	144	146	152
9. Recruits required	165	160	163	152	180	199
10. Graduates %	**15%**	**15%**	**15%**	**15%**	**15%**	**15%**
11. Graduates No	25	24	24	23	27	30
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**31**	**30**	**31**	**29**	**34**	**37**
14. Total graduates (supply)	**32**	**30**	**30**	**30**	**30**	**30**
15. Surplus/ shortage (no)	1	0	-1	2	-4	-7
16. Surplus/ shortage (% of total teachers)	0.1%	0.0%	-0.1%	0.1%	-0.3%	-0.6%
17. Surplus/ shortage (% of supply)	3%	0%	-2%	5%	-13%	-24%
18. Surplus/shortage (% of demand)	3%	0%	-2%	5%	-11%	-20%
19. Supply as % of demand	**103%**	**100%**	**98%**	**105%**	**89%**	**80%**

10. The Northern Territory is assumed to continue to meet the very large majority of its requirements from interstate recruitment. For there to be sufficient teachers in the NT around 85% of secondary teachers must be recruited from interstate or overseas or be re-entrants. Thus the 'Graduates %' figure is assumed to be just 15% - compared with a figure of 75% to 80% in most other states at the end of the period. It may become very difficult for NT to recruit from interstate in the future as surpluses dry up and shortages develop. It is possible that the NT may experience a serious crisis of staffing unless teaching in the NT can be more attractive to graduates (and experienced teachers) from interstate than a teaching position in their home state.

TABLE 14A: Northern Territory secondary teacher demand and supply projections, 1999 to 2004 Scenario A: Enrolments adjusted for estimated impact of Common Youth Allowance*

	1999	2000	2001	2002	2003	2004
1. Enrolments	14,470	17,112	17,288	17,350	17,694	18,187
2. PTR (FTE)	11.56	11.56	11.56	11.56	11.56	11.56
3. Persons:FTE	1.047	1.049	1.051	1.053	1.055	1.057
4. PTR (persons)	11.04	11.02	11.00	10.98	10.96	10.94
5. Total teachers	1,311	1,553	1,572	1,580	1,615	1,663
6. Change from prev. yr	247	242	19	9	34	48
7. Separation %	13.4%	13.2%	13.0%	12.8%	12.6%	12.6%
8. Separation No	176	205	204	202	203	210
9. Recruits required	423	447	223	211	238	258
10. Graduates %	**6%**	**5%**	**10%**	**12%**	**10%**	**10%**
11. Graduates No	25	22	22	25	24	26
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**32**	**28**	**28**	**32**	**30**	**32**
14. Total graduates (supply)	**32**	**30**	**30**	**30**	**30**	**30**
15. Surplus/ shortage (no)	0	2	2	-2	0	-2
16. Surplus/ shortage (% of total teachers)	0.0%	0.1%	0.1%	-0.1%	0.0%	-0.1%
17. Surplus/ shortage (% of supply)	1%	7%	7%	-5%	1%	-8%
18. Surplus/shortage (% of demand)	1%	7%	8%	-5%	1%	-7%
19. Supply as % of demand	**101%**	**107%**	**108%**	**95%**	**101%**	**93%**

* The implementation of the Common Youth Allowance is commonly expected to result in an increase of enrolments in secondary schools of about 25,000 nationally - about one quarter the total increase in enrolments needed to increase retention to 100%. In these scenarios the 25,000 has been allocated to States and Territories in proportion to their 1997 share of all secondary enrolments (with some adjustment according to 1997 retention rates, especially in the ACT where retention to year 12 in 1997 was 92%, and in the NT and Tasmania where it was low). The increase is assumed to be spread evenly over 1999 and 2000, and to be maintained through the rest of the period. Thus the major impact on the demand for new teachers will occur in 1999 and 2000. NT enrolments are assumed to increase by 2,500 in 1999 and 5,000 in 2000 and later years.

10. The Northern Territory is assumed to continue to meet the very large majority of its requirements from interstate recruitment. For there to be sufficient teachers in the NT if the impact of the implementation of the Common Youth Allowance is as assumed above, around 90 to 95% of secondary teachers must be recruited from interstate or overseas or be re-entrants. Thus the 'Graduates %' figure is assumed to be just 15% - compared with a figure of 75% to 80% in most other states at the end of the period. It may become very difficult for NT to recruit from interstate in the future as surpluses dry up and shortages develop. It is possible that the NT may experience a serious crisis of staffing unless teaching in the NT can be more attractive to graduates (and experienced teachers) from interstate than a teaching position in their home state.

TABLE 15: Australian Capital Territory primary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	32,669	32,659	32,657	32,434	32,931	33,607
2. PTR (FTE)	19.11	19.11	19.11	19.11	19.11	19.11
3. Persons:FTE	1.083	1.085	1.087	1.089	1.091	1.093
4. PTR (persons)	17.65	17.61	17.58	17.55	17.52	17.48
5. Total teachers	1,851	1,854	1,858	1,848	1,880	1,922
6. Change from prev. yr	1	3	3	-9	32	42
7. Separation %	5.0%	5.2%	5.5%	5.8%	6.1%	6.4%
8. Separation No	93	96	102	107	115	123
9. Recruits required	94	99	105	98	147	165
10. Graduates %	75%	75%	65%	60%	50%	70%
11. Graduates No	70	75	68	59	73	116
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**88**	**93**	**85**	**74**	**92**	**144**
14. Total graduates (supply)	**122**	**175**	**213**	**262**	**180**	**192**
15. Surplus/ shortage (no)	34	82	128	188	88	48
16. Surplus/ shortage (% of total teachers)	1.9%	4.4%	6.9%	10.2%	4.7%	2.5%
17. Surplus/ shortage (% of supply)	28%	47%	60%	72%	49%	25%
18. Surplus/shortage (% of demand)	39%	88%	149%	256%	96%	33%
19. Supply as % of demand	**139%**	**188%**	**249%**	**356%**	**196%**	**133%**

The ACT can be considered part of NSW in terms of both teacher supply and demand, and graduates are often from, and available to teach in, southern NSW. The integration of the ACT and NSW projections do not make a great deal of difference to the NSW totals - for example, the projected large 2002 surplus for the ACT, if incorporated with the NSW total, changes the NSW plus ACT 'Supply as a % of demand' from 100% to 108%.

TABLE 16: Australian Capital Territory secondary teacher demand and supply projections, 1999 to 2004

	1999	2000	2001	2002	2003	2004
1. Enrolments	29,152	29,140	28,987	29,114	29,210	29,173
2. PTR (FTE)	12.99	12.99	12.99	12.99	12.99	12.99
3. Persons:FTE	1.065	1.067	1.069	1.071	1.073	1.075
4. PTR (persons)	12.20	12.17	12.15	12.13	12.11	12.08
5. Total teachers	2,390	2,394	2,385	2,400	2,413	2,414
6. Change from prev. yr	18	4	-8	15	12	1
7. Separation %	5.0%	5.2%	5.4%	5.7%	6.0%	6.3%
8. Separation No	120	124	129	137	145	152
9. Recruits required	138	128	121	152	157	153
10. Graduates %	65%	70%	75%	78%	85%	85%
11. Graduates No	89	90	91	118	133	130
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**112**	**112**	**113**	**148**	**167**	**163**
14. Total graduates (supply)	**133**	**135**	**160**	**160**	**130**	**135**
15. Surplus/ shortage (no)	21	23	47	12	-37	-28
16. Surplus/ shortage (% of total teachers)	0.9%	0.9%	2.0%	0.5%	-1.5%	-1.1%
17. Surplus/ shortage (% of supply)	16%	17%	29%	7%	-28%	-20%
18. Surplus/shortage (% of demand)	19%	20%	41%	8%	-22%	-17%
19. Supply as % of demand	**119%**	**120%**	**141%**	**108%**	**78%**	**83%**

The ACT can be considered part of NSW in terms of both teacher supply and demand, and graduates are often from, and available to teach in, southern NSW. The integration of the ACT and NSW projections do not make a great deal of difference to the NSW totals.

TABLE 16A: Australian Capital Territory secondary teacher demand and supply projections, 1999 to 2004 Scenario A: Enrolments adjusted for estimated impact of Common Youth Allowance*

	1999	2000	2001	2002	2003	2004
1. Enrolments	29,277	29,265	29,112	29,239	29,335	29,298
2. PTR (FTE)	12.99	12.99	12.99	12.99	12.99	12.99
3. Persons:FTE	1.065	1.067	1.069	1.071	1.073	1.075
4. PTR (persons)	12.20	12.17	12.15	12.13	12.11	12.08
5. Total teachers	2,400	2,404	2,396	2,411	2,423	2,425
6. Change from prev. yr	28	4	-8	15	12	1
7. Separation %	5.0%	5.2%	5.4%	5.7%	6.0%	6.3%
8. Separation No	120	125	129	137	145	153
9. Recruits required	148	129	121	152	158	154
10. Graduates %	65%	70%	75%	78%	85%	85%
11. Graduates No	96	90	91	119	134	131
12. Avail/suit %	80%	80%	80%	80%	80%	80%
13. Total graduates (demand)	**120**	**112**	**114**	**149**	**168**	**164**
14. Total graduates (supply)	**133**	**135**	**160**	**160**	**130**	**135**
15. Surplus/ shortage (no)	13	23	46	11	-38	-29
16. Surplus/ shortage (% of total teachers)	0.5%	0.9%	1.9%	0.5%	-1.6%	-1.2%
17. Surplus/ shortage (% of supply)	10%	17%	29%	7%	-29%	-21%
18. Surplus/shortage (% of demand)	11%	20%	41%	8%	-22%	-18%
19. Supply as % of demand	**111%**	**120%**	**141%**	**108%**	**78%**	**82%**

* The implementation of the Common Youth Allowance is commonly expected to result in an increase of enrolments in secondary schools of about 25,000 nationally - about one quarter the total increase in enrolments needed to increase retention to 100%. In these scenarios the 25,000 has been allocated to States and Territories in proportion to their 1997 share of all secondary enrolments (with some adjustment according to 1997 retention rates, especially in the ACT where retention to year 12 in 1997 was 92%, and in the NT and Tasmania where it was low). The increase is assumed to be spread evenly over 1999 and 2000, and to be maintained through the rest of the period. Thus the major impact on the demand for new teachers will occur in 1999 and 2000. ACT enrolments are assumed to increase by 62 in 1999 and 125 in 2000 and later years.

TABLE 17: Primary teacher demand and supply projections, 1999 to 2004, summary, States and Territories and Australia

		1999	2000	2001	2002	2003	2004
Demand	NSW	1,580	1,922	2,046	2,096	2,312	2,422
	VIC	1,258	1,466	1,256	1,482	1,513	1,608
	QLD	1,441	1,585	1,580	1,557	1,521	1,779
	WA	609	680	683	677	650	745
	SA	447	513	503	516	410	559
	TAS	216	188	143	118	121	139
	NT	50	72	85	86	84	81
	ACT	88	93	85	74	92	144
	AUSTRALIA	**5,689**	**6,519**	**6,381**	**6,606**	**6,703**	**7,477**
Supply	NSW	2,032	2,079	2,148	2,091	2,191	2,191
	VIC	951	923	972	947	817	858
	QLD	917	1,018	1,436	1,423	1,413	1,436
	WA	483	507	570	611	630	660
	SA	367	409	446	483	477	440
	TAS	131	144	165	163	176	176
	NT	47	72	84	86	83	85
	ACT	122	175	213	262	180	192
	AUSTRALIA	**5,050**	**5,327**	**6,034**	**6,066**	**5,967**	**6,038**
Supply as % of demand	**AUSTRALIA**	**89%**	**82%**	**95%**	**92%**	**89%**	**81%**
Surplus/shortage	**AUSTRALIA**	**-639**	**-1,192**	**-347**	**-540**	**-736**	**-1,439**

Source: Tables 1, 3, 5, 7, 9, 11, 13, 15

TABLE 18: Secondary teacher demand and supply projections, 1999 to 2004, summary, States and Territories and Australia

		1999	2000	2001	2002	2003	2004
Demand	NSW	2,342	2,429	2,613	2,954	3,081	3,148
	VIC	1,825	1,927	2,152	1,975	2,391	2,406
	QLD	1,220	1,110	1,167	1,328	1,544	1,653
	WA	845	832	835	890	966	941
	SA	529	492	460	519	552	551
	TAS	44	81	113	126	178	181
	NT	31	30	31	29	34	37
	ACT	112	112	113	148	167	163
	AUSTRALIA	**6,948**	**7,013**	**7,484**	**7,969**	**8,913**	**9,080**
Supply	NSW	1,925	2,126	2,379	2,297	2,291	2,301
	VIC	1,205	1,262	1,250	1,203	1,153	1,146
	QLD	1,031	548	1,231	1,303	1,304	1,319
	WA	555	606	590	606	616	651
	SA	280	276	290	290	312	312
	TAS	112	108	87	87	90	89
	NT	32	30	30	30	30	30
	ACT	133	135	160	160	130	135
	AUSTRALIA	**5,273**	**5,091**	**6,017**	**5,976**	**5,926**	**5,983**
Supply as % of demand	**AUSTRALIA**	**76%**	**73%**	**80%**	**75%**	**66%**	**66%**
Surplus/shortage	**AUSTRALIA**	**-1,675**	**-1,922**	**-1,467**	**-1,993**	**-2,987**	**-3,097**

Source: Tables 2, 4, 6, 8, 10, 12, 14, 16

TABLE 19: Secondary teacher demand and supply projections, 1999 to 2004, summary, States and Territories and Australia; demand adjusted for estimated impact of Common Youth Allowance

		1999	2000	2001	2002	2003	2004
Demand	NSW	2,728	2,858	2,659	3,003	3,131	3,200
	VIC	2,386	2,254	2,185	2,010	2,427	2,444
	QLD	1,397	1,297	1,188	1,348	1,564	1,675
	WA	952	949	846	903	979	954
	SA	623	597	470	530	564	564
	TAS	96	117	121	139	194	199
	NT	32	28	28	32	30	32
	ACT	120	112	114	149	168	164
	AUSTRALIA	**8,334**	**8,212**	**7,611**	**8,114**	**9,057**	**9,232**
Supply	NSW	1,925	2,126	2,379	2,297	2,291	2,301
	VIC	1,205	1,262	1,250	1,203	1,153	1,146
	QLD	1,031	548	1,231	1,303	1,304	1,319
	WA	555	606	590	606	616	651
	SA	280	276	290	290	312	312
	TAS	112	108	87	87	90	89
	NT	32	30	30	30	30	30
	ACT	122	175	213	262	180	192
	AUSTRALIA	**5,262**	**5,131**	**6,070**	**6,078**	**5,976**	**6,040**
Supply as % of demand	**AUSTRALIA**	**63%**	**62%**	**80%**	**75%**	**66%**	**65%**
Surplus/shortage	**AUSTRALIA**	**-3,072**	**-3,081**	**-1,541**	**-2,036**	**-3,081**	**-3,192**

Source: Tables 2A, 4A, 6A, 8A, 10A, 12A, 14A, 16A

TABLE 20: NSW and Victoria, primary teacher supply and demand 2002, key elements compared

	NSW	Victoria*	Vic as % of NSW
Enrolments	625,810	440,075	70%
Total teachers	39,509	26,734	68%
Total graduates (demand)	2,096	1,492	71%
Total graduates (supply)	2,091	947	45%
Shortage/surplus (no)	-5	-535	-
Supply as a % of demand	100%	64%	-

* Not adjusted for recently announced increase in literacy teachers (see Table 3A)
Source: Tables 1 & 3

TABLE 21: Persons with primary teaching qualifications under the age of 30, labour force status, States and Territories and Australia, 1996

	NSW	VIC	QLD	WA	SA	TAS	NT	ACT	AUST
Teachers	5,438	3,380	3,896	1,812	1,236	301	260	278	16,611
Teachers as proportion of all with primary teaching quals under 30	69%	54%	69%	68%	65%	76%	71%	71%	65%
Other employment	1,508	2,078	1,125	494	427	48	67	79	5,836
Other employment as proportion of all with primary teaching quals under 30	19%	33%	20%	19%	23%	12%	18%	20%	23%
Unemployed & looking for FT wk	95	148	60	25	32	6	3	4	373
Unemployed & looking for FT wk as proportion of all with primary teaching quals under 30	1.2%	2.3%	1.1%	0.9%	1.7%	1.5%	0.8%	1.0%	1.5%
Unemployed & looking for PT wk	33	47	22	14	17	3	3	0	139
Unemployed & looking for PT wk as proportion of all with primary teaching quals under 30	0.4%	0.7%	0.4%	0.5%	0.9%	0.8%	0.8%	0.0%	0.5%
Not in labour force	794	664	503	312	179	37	32	31	2,552
Not in labour force as proportion of all with primary teaching quals under 30	10%	11%	9%	12%	9%	9%	9%	8%	10%
TOTAL with primary teaching quals under 30	7,868	6,317	5,606	2,657	1,891	395	365	392	25,511

TABLE 22: Persons with primary teaching qualifications under the age of 30, labour force status by sex, 1996

	Male		Female		Persons		Percent male	Percent female
	No	%	No	%	No	%		
Teaching	2,513	67%	14,098	65%	16,611	65%	15%	85%
Other employment	974	26%	4,862	22%	5,836	23%	17%	83%
Not in labour force	159	4%	2,393	11%	2,552	10%	6%	94%
Unemployed, looking FT	72	2%	301	1%	373	1%	19%	81%
Unemployed, looking PT	17	0%	122	1%	139	1%	12%	88%
TOTAL	3,735	100%	21,776	100%	25,511	100%	15%	85%

TABLE 23: Persons with secondary teaching qualifications under the age of 30, labour force status, States and Territories and Australia, 1996

	NSW	VIC	QLD	WA	SA	TAS	NT	ACT	AUST
Teachers	3,627	2,269	2,307	1,116	565	172	95	132	10,283
Teachers as proportion of all with secondary teaching quals under 30	70%	53%	72%	69%	65%	75%	72%	60%	65%
Other employment	1,058	1,511	620	336	214	29	22	69	3,859
Other employment as proportion of all with secondary teaching quals under 30	21%	35%	19%	21%	24%	13%	17%	31%	25%
Unemployed & looking for FT wk	80	133	50	29	26	0	3	6	330
Unemployed & looking for FT wk as proportion of all with secondary teaching quals under 30	1.6%	3.1%	1.6%	1.8%	3.0%	0.0%	2.3%	2.7%	2.1%
Unemployed & looking for PT wk	30	28	13	4	3	3	0	3	84
Unemployed & looking for PT wk as proportion of all with secondary teaching quals under 30	0.6%	0.7%	0.4%	0.2%	0.3%	1.3%	0.0%	1.4%	0.5%
Not in labour force	353	359	232	135	67	24	12	11	1,193
Not in labour force as proportion of all with secondary teaching quals under 30	7%	8%	7%	8%	8%	11%	9%	5%	8%
TOTAL with secondary teaching quals under 30	5,148	4,300	3,222	1,620	875	228	132	221	15,749

TABLE 24: Persons with secondary teaching qualifications under the age of 30, labour force status by sex, 1996

	Male		Female		Persons		Percent male	Percent female
	No	%	No	%	No	%		
Teaching	3,087	69%	7,196	64%	10,283	65%	30%	70%
Other employment	1,097	24%	2,762	25%	3,859	25%	28%	72%
Not in labour force	171	4%	1,022	9%	1,193	8%	14%	86%
Unemployed, looking FT	108	2%	222	2%	330	2%	33%	67%
Unemployed, looking PT	28	1%	56	0%	84	1%	33%	67%
TOTAL	4,491	100%	11,258	100%	15,749	100%	29%	71%

TABLE 25: Persons with primary teaching qualifications under the age of 65, labour force status, States and Territories and Australia, 1996

	NSW	VIC	QLD	WA	SA	TAS	NT	ACT	AUST
Teachers	24,365	18,741	14,028	7,951	6,587	1,852	929	1,186	75,665
Teachers as proportion of all with primary teaching quals under 65	53%	46%	54%	52%	54%	58%	56%	53%	52%
Other employment	12,501	13,062	6,970	4,408	3,244	704	447	636	41,975
Other employment as proportion of all with primary teaching quals under 65	27%	32%	27%	29%	27%	22%	27%	28%	29%
Unemployed & looking for FT wk	502	588	271	147	188	33	13	18	1,751
Unemployed & looking for FT wk as proportion of all with primary teaching quals under 65	1.1%	1.5%	1.0%	1.0%	1.6%	1.0%	0.8%	0.8%	1.2%
Unemployed & looking for PT wk	298	309	161	97	101	22	3	23	1,013
Unemployed & looking for PT wk as proportion of all with primary teaching quals under 65	0.7%	0.8%	0.6%	0.6%	0.8%	0.7%	0.2%	1.0%	0.7%
Not in labour force as proportion of all with primary teaching quals under 65	7,907	7,733	4,662	2,583	1,973	574	261	375	26,072
Not in labour force as proportion of all with primary teaching quals under 65	17%	19%	18%	17%	16%	18%	16%	17%	18%
TOTAL with primary teaching quals under 65	45,573	40,433	26,092	15,186	12,093	3,185	1,653	2,238	146,476

TABLE 26: Persons with primary teaching qualifications under the age of 65, labour force status by sex, 1996

	Male		Female		Persons		Percent male	Percent female
	No	%	No	%	No	%		
Teaching	13,034	49%	62,631	52%	75,665	52%	17%	83%
Other employment	10,208	39%	31,767	26%	41,975	29%	24%	76%
Not in labour force	2,598	10%	23,474	20%	26,072	18%	10%	90%
Unemployed, looking FT	536	2%	1,215	1%	1,751	1%	31%	69%
Unemployed, looking PT	135	1%	878	1%	1,013	1%	13%	87%
TOTAL	26,511	100%	119,965	100%	146,476	100%	18%	82%

TABLE 27: Persons with secondary teaching qualifications under the age of 65, labour force status, States and Territories and Australia, 1996

	NSW	VIC	QLD	WA	SA	TAS	NT	ACT	AUST
Teachers	16,124	12,276	8,556	4,184	3,433	1,155	384	724	46,839
Teachers as proportion of all with secondary teaching quals under 65	56%	49%	57%	54%	52%	59%	53%	48%	54%
Other employment	8,207	8,394	4,145	2,306	2,143	511	228	557	26,496
Other employment as proportion of all with secondary teaching quals under 65	29%	34%	28%	30%	32%	26%	31%	37%	30%
Unemployed & looking for FT wk	428	532	196	104	145	18	18	30	1,471
Unemployed & looking for FT wk as proportion of all with secondary teaching quals under 65	1.5%	2.1%	1.3%	1.4%	2.2%	0.9%	2.5%	2.0%	1.7%
Unemployed & looking for PT wk	231	215	79	31	51	19	3	12	641
Unemployed & looking for PT wk as proportion of all with secondary teaching quals under 65	0.8%	0.9%	0.5%	0.4%	0.8%	1.0%	0.4%	0.8%	0.7%
Not in labour force	3,643	3,630	1,995	1,058	891	249	97	185	11,748
Not in labour force as proportion of all with secondary teaching quals under 65	13%	14%	13%	14%	13%	13%	13%	12%	13%
TOTAL with secondary teaching quals under 65	28,633	25,047	14,971	7,683	6,663	1,952	730	1,508	87,195

TABLE 28: Persons with secondary teaching qualifications under the age of 65, labour force status by sex, 1996

	Male		Female		Persons		Percent male	Percent female
	No	%	No	%	No	%		
Teaching	18,899	60%	27,940	50%	46,839	54%	40%	60%
Other employment	9,576	30%	16,920	30%	26,496	30%	36%	64%
Not in labour force	2,241	7%	9,507	17%	11,748	13%	19%	81%
Unemployed, looking FT	665	2%	806	1%	1,471	2%	45%	55%
Unemployed, looking PT	155	0%	486	1%	641	1%	24%	76%
TOTAL	31,536	100%	55,659	100%	87,195	100%	36%	64%

TABLE 29: Teachers as a proportion of all persons with primary and secondary teaching qualifications under the age of 30, States and Territories and Australia, 1991 and 1996

	NSW	VIC	QLD	WA	SA	TAS	NT	ACT	AUST
Primary teaching, 1991	66%	61%	72%	68%	56%	72%	69%	59%	66%
Primary teaching, 1996	69%	54%	70%	68%	65%	76%	71%	71%	65%
Difference (percentage points)	3	-7	-2	0	9	4	2	11	-1
Secondary teaching, 1991	66%	63%	73%	67%	64%	69%	62%	65%	67%
Secondary teaching, 1996	70%	53%	72%	69%	65%	75%	72%	60%	65%
Difference (percentage points)	4	-10	-1	2	1	6	10	-5	-2

TABLE 30: Change in school student enrolments, primary, secondary and all schools, 1999 to 2004, States and Territories and Australia

	1999	2004	Difference	
			Number	%
Primary				
NSW	622,178	628,757	6,579	1.1%
VIC	442,471	438,806	-3,665	-0.8%
QLD	354,785	374,443	19,658	5.5%
WA	189,060	187,882	-1,178	-0.6%
SA	159,795	157,582	-2,213	-1.4%
TAS	46,922	44,916	-2,006	-4.3%
NT	26,559	28,358	1,799	6.8%
ACT	32,669	33,607	938	2.9%
AUSTRALIA	1,874,439	1,894,351	19,912	1.1%
Secondary				
NSW	468,583	485,927	17,344	3.7%
VIC	349,045	359,320	10,275	2.9%
QLD	233,391	243,354	9,963	4.3%
WA	126,654	134,041	7,387	5.8%
SA	90,418	90,242	-176	-0.2%
TAS	36,120	34,017	-2,103	-5.8%
NT	11,970	13,187	1,217	10.2%
ACT	29,152	29,173	21	0.1%
AUSTRALIA	1,345,333	1,389,261	43,928	3.3%
All schools				
NSW	1,090,761	1,114,684	23,923	2.2%
VIC	791,516	798,126	6,610	0.8%
QLD	588,176	617,797	29,621	5.0%
WA	315,714	321,923	6,209	2.0%
SA	250,213	247,824	-2,389	-1.0%
TAS	83,042	78,933	-4,109	-4.9%
NT	38,529	41,545	3,016	7.8%
ACT	61,821	62,780	959	1.6%
AUSTRALIA	3,219,772	3,283,612	63,840	2.0%

Source: Tables 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, original source: DETYA unpublished projections

TABLE 31: 1997 projections (Preston 1997) compared with 1998 projections, for the year 2002

	Projected supply as a % of demand		Change from 1997 projections to 1998 projections				
	1997 projections	1998 projections	Surplus/ shortage	Student enrol-ments	Change in total teacher numbers 2001 to 2002	Overall demand	Supply
NSW prim	75%	100%	reduced shortage	decrease (-1%)	lesser increase	decrease (-19%)	increase (+7%)
NSW sec	74%	78%	slightly reduced shortage	increase (+2%)	slightly greater increase	very slight increase (0%)	slight increase (+4%)
VIC prim	56%	64%	reduced shortage	increase (+5%)	small decrease changed to small increase	decrease (-12%)	very slight increase (+1%)
VIC sec	43%	61%	reduced shortage	increase (+2%)	greater increase	decrease (-7%)	increase (+32%)
QLD prim*	71%	91%	reduced shortage	decrease (-7%)	substantially smaller increase	decrease (-24%)	slight decrease (-2%)
QLD sec	75%	98%	reduced shortage	decrease (4%)	lesser increase	decrease (-17%)	increase (+8%)
WA prim*	78%	90%	reduced shortage	slight decrease (-1%)	increase changed to small decrease	decrease (-14%)	slight decrease (-1%)
WA sec	75%	68%	increased shortage	increase (+4%)	slightly greater increase	increase (+3%)	decrease (-7%)
SA prim	72%	94%	reduced shortage	slight decrease (-1%)	greater decrease	decrease (-27%)	decrease (-4%)
SA sec	38%	56%	reduced shortage	slight increase (0%)	slightly lesser increase	decrease (-23%)	increase (+13%)
TAS prim	71%	139%	change from shortage to surplus	decrease (-0%)	greater decrease	decrease (-42%)	increase (+17)
TAS sec	107%	69%	change from surplus to shortage	increase (2%)	slightly lesser decrease	increase	decrease

* 1997 projection not as published original, but using original DEETYA student enrolment projections and without the adjustment for changes in pre-year one enrolments which was included in the 1997 published projections.